Student Name: Lina Sorg

Block: C Block, Day 2

**Springfield Township High School**

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| **Graduation Project—Informative Research Product**  *\*Though I began my outline with a different focus in mind, I think I will focus on a compare/contrast of sorts between read-aloud methods used in school (with teachers) and read-aloud methods used at home (with parents)* | |
| **Focusing Statement:** Though read-aloud sessions at home and at school are conducted in much the same way, there are certain strategies pertinent to each environment that maximize a child’s comprehension. | |
| **Background Information/Interesting Facts:**   * “Language is as much caught as it is taught” (Durkin, qtd. in Flood 864) * Reading ultimately linked to overall success of the nation: “Failure to read proficiently is linked   to higher rates of school dropout, which suppresses individual earning potential as well as the nation’s competitiveness and general productivity” (Why Reading…)   * Education/school-like activities needed during summer, especially in younger grades, to   increase comprehension and establish developing connections “The Alliance for Excellent Education points to 8.7 million secondary students – that is one in  four – who are unable to read and comprehend the material in textbooks” (Gallagher 3). *presents the lack of interest in reading*  “*USA Today* reported that 27 percent of adults in this country did not read a single book in 2007” (Gallagher 3). *use this to introduce the decreasing interest in reading*   * “The single most important activity for building the knowledge required for eventual success in   reading is reading aloud to children” (Anderson, qtd. in Ross 73) | |
| **Oral language develop-ment** | * At young age, children still developing oral language skills, especially if not   enough emphasis is placed on it at home – results in disadvantage upon school entrance   * + “Kindergarten and first-grade classrooms focus on letters, sounds,   blending, and word-recognition skills…if they do not develop alphabetic knowledge and word recognition skills, they have great difficulty becoming fluent readers” (Pressley, qtd. in Brownell).   * Focus on unimportant aspects because don’t know any better   + “Non-fluent readers spend too much time recognizing words and   consequently have little short-term cognition capacity available for comprehension…the cognitive effort required to comprehend text is significant” (Pressley, qtd. in Brownell). |
| **Type of text/story used** | * Quality of texts used decreases as grade level increases – middle school   appears to be lowest point   * “Many programs for upper elementary grades lack quality material, and   by middle school, the content texts are poorly organized, uninteresting, and irrelevant to students’ lives” (Pressley, qtd. in Brownell).   * Establishing a connection between texts and students’ everyday lives is   important because increases interest   * “Inconsiderate content text – that is, material that does not provide   readers with sufficient background information – is also a problem because such texts are very hard for struggling readers to understand” (Pressley, qtd. in Brownell). |
| **School programs/ teaching methods** | * “Good reading programs begin in the primary grades with many suggestions   about teaching phonological awareness and phonics skills” (Pressley, qtd. in Brownell).   * “Scripted programs are problematic because they do not encourage teachers   to engage in the behaviors of outside classroom teachers” (Pressley, qtd. in Brownell).   * Teachers must be prepared to ad-lib and be consistently ready to respond to   needs as they emerge – improvisation learning   * Modification based on feedback * Difficult for educators to obtain balance with supporting child without giving answers * “Teachers can provide scaffolding support by helping brainstorm writing   topics and assist students in thinking of great beginning sentences for their compositions” (Pressley, qtd. In Brownell)  Negative Outlook on School   * Read-i-cide: “the systematic killing of the love of reading, often exacerbated by   the inane, mind-numbing practices found in schools” (Gallagher 2) *I don’t intend to focus on this, but it does present an interesting perspective on why there seems to be a decreased interest in reading*   * Dramatic and exaggerated yet humorous ‘recipe’ I came across (Gallagher 73)   ***The Kill-a-Reader Casserole***  Take one large novel. Dice into as many pieces as possible  Douse with sticky notes.  Remove book from oven every five minutes and insert worksheets.  Add more sticky notes.  Baste until novel is unrecognizable, far beyond well done.  Serve in choppy, bite-size chunks |
| **Parent involve-ment & home environ-ment** | * “The best way to prepare the very young child for reading is to hold him on your   lap and read aloud to him stories he likes – over and over again” (Bullock, qtd. in Flood 864).   * Verbal interaction between parents and child extremely important: parents must   “talk with their children, answer their questions, and in turn provide them with experiences which result in new vocabulary” (Flood 865).   * Steps to follow during reading encounter, based on study conducted with 3 ½ -   4 ½ year old diversified children in San Francisco Bay area:   * Concentrate on 5 distinct tasks: alphabet recognition, vocabulary,   recognition and reproduction of geometric shapes, whole word recognition, and visual discrimination   * Step 1: warm-up questions from parent to child. Example: “This is a   birthday story; what are you going to do on your birthday?” (Flood 866).   * + Used to prepare child for reading session, interest them in the   topic at hand   * Step 2: active involvement of children, who need to “speak, to ask and   answer questions, to relate the content of the present story to past experiences” (Flood 866).   * + - Challenging questions asking for story predictions – extremely   important, stimulates brain. Must beware of over questioning   * + - Pause during reading to discuss allows kids to “integrate the   information which has been read to them and, thereby, prepares them for the remainder of the story” (Flood 867).   * + Step 3: positive reinforcement   + Step 4: “Post story evaluative questioning…completes the cycle of the   episode and helps the child learn to assess, evaluate, and integrate” (Flood 867)   * Parents encouraged to take their children to storytime, to the bookstore, the library, etc. to serve as role model and make reading and books a common occurrence in household |
| **Example of Program Used to Encourage Reading** | * Get Set Program (Philadelphia) – for mothers of pre-school children * Helped parents “lengthen thoughts, elaborate upon ideas, and improve   observational skills” (Flood 864-65).   * Encourages questioning of children’s own experience |